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A student teacher, whose success may depend in part upon his acceptance of professional obligations as well as opportunities, may gain insight into his professional role through participation in professional organizations (which expose him to teacher models other than his own supervising teacher and permit professional identification and enhanced self-esteem), subscription to professional publications, and attendance at local teachers' meetings to understand the nature of the school and personnel with whom he works. (A 12-item reference list is included.) (LP)

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THE STUDENT TEACHER AND PROFESSIONAL ACTIVITIES

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Foreword

The question of student teacher involvement in professional activities is seen as enmeshed in a matrix of personal and professional development. The activities available to student teachers are but a prelude to the more autonomous involvement of the teacher. Understanding professional development seems prerequisite to making rational decisions regarding professional activities.

This bulletin, written for the student teacher, is designed to provide information about the process of professional development. Opportunities for participating in professional organizations and activities will be examined with a view to evaluating the worth of involvement for the individual.

Bulletin Editor's Note

The Association for Student Teaching expresses its sincere appreciation to Dr. Helen A. Loftis for her professional efforts in the preparation of this bulletin. Dr. Loftis, a native of South Carolina, earned her doctorate at Pennsylvania State University, and is currently a professor of home economics at Winthrop College, Rock Hill, South Carolina. She has had an extensive career as a home economics educator both at the high school and college levels and appropriately is an active member of numerous professional organizations.

This bulletin should be helpful to supervising teachers and student teachers in presenting in a concise way an orientation to involvement in professional organizations.

Alex F. Perrodin
Bulletins Editor, AST

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I am grateful to my colleagues, Dr. Jack Boger, Professor and Chairman of the Education Department, and Dr. Nolan P. Jacobson, Professor and Chairman of Philosophy and Religion, both of Winthrop College, for their helpful suggestions and constructive criticisms of the manuscript.

In a larger sense, I must express my appreciation to my students, past and current, for their contributions to my own professional development.

H.A.L.

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The Student Teacher and Professional Activities

The individual, known for a brief time as student teacher, is engaged in a lifelong task of self-development. In recent years much attention has been given to concepts of the self and to the various roles assumed by individuals throughout a lifetime of development. The student teacher is greatly concerned with the personal implications of involvement in a professional role. Recognizing that his identity, learned through many perceptions gained throughout his life, is now vulnerable to change, the student teacher may encounter certain ambivalent feelings. Eagerness for new experiences may be mixed with anxiety over fears of failure or loss of self-esteem. The recurring questions, "Who am I?" and "Why am I here?", have new relevance for the novice teacher. As he stands on the brink of an autonomous professional role, the student teacher may realize that the perceptions gained during student teaching may determine not only the nature of his professional life, but may also permanently influence his identity.

I. Identification With Teaching

The concept of identification may help to understand the process of becoming a teacher. Identification with the teaching role varies among student teachers. Some students have been greatly influenced by some one teacher and their conscious or subconscious wish is to be like the admired one. As contact with the model continues, the student may internalize the recognized values and attitudes of his model; his behavior may include specific mannerisms or habitual ways of acting found in that teacher.

Over a period of time the identification with a given teacher may become diffused and generalized so that the student now has

an outlook shaped and formed by contacts and reactions to many members of the profession.

Origins of Professional Identification

Identification with a professional role has its beginnings among the many social influences which every individual experiences from birth on through infancy and childhood. At an early age, the concept *teacher* becomes laden with meaning and with attitudes and feelings of acceptance and valuing or rejection, depending at the outset on those feelings about *teacher* held by the parents and other persons significant in the life of the child. Consideration of teaching among early occupational choices tends to reflect parental attitudes.

Identification with the role of the teacher may be of such duration that the individual cannot recall a time when he did not want to teach. However, for most teachers, the process of identifying with teaching begins during schooling when the professionally uncommitted are encouraged to consider teaching as a career. The notion of teaching as a career is strengthened when individuals and groups important to the potential teacher view the choice with favor. When the initial commitment to teaching is made, the concepts of self and identity begin to be influenced by situations and experiences out of which may come either stability of self-concept as a teacher or some modification, perhaps even abandonment, of the original intention.

The Process of Identification

Some conditions which contribute to the process of becoming a teacher may be identified. Certainly, the influence of early familial and childhood contacts has its consequences. Perceptions of one's self as teacher are, in part, reflections derived through interactions with others. During student teaching, when the individual is recognized by others as a teacher, his feeling of being a teacher is enhanced. The conception of self as teacher may be confirmed, revamped or embellished through the direct experience of being a student teacher. The instruction and guidance provided by the supervisors or others may directly influence the conception held by the student teacher. When the activities in which he participates are those which teachers perform and when these are pleasant and satisfying, the student teacher's sense of professional identity is strengthened. Along with increasing interest in the professional area, the

development of skills and abilities required for teaching contribute to further investment in the professional role.

Professional Aspirations

The student teacher faces a multitude of choices, once he has made the initial decision to become a teacher. What kind of teacher shall he be? Will he teach at elementary or secondary or college level? Will he specialize in one subject or another? Along with such basic choices is heard the frequently-voiced determination, "I want to be a *good* teacher." Often the uncertainty of the initial choice creeps in, "*If* I'm going to be a teacher, I want to be a good one." However shallow the understanding of such a desire or limited the experiences which have motivated the wish, most student teachers sincerely want to be counted among those teachers recognized as *good.*

Preparation for teaching may have contributed to the individual's insight and acceptance of self, but for many persons the period of student teaching may be the most decisive. During this period, the vocational choice may be examined more realistically than ever before. The tangle of feelings—doubts and ideals, anxieties and aspirations—may begin to unravel. The emerging teacher may consequently be more confident, objective and accepting of himself and the contributions he may make as a teacher.

II. Personal Development Through Professional Education

Of the many variables relating to teaching which have been explored, the significant and central importance of the teacher continues to be realized. If teaching is to improve, the teacher must improve. If teaching is to change, it is the teacher who must change. Openshaw speaks for all teachers, ". . . to improve education, we must improve *ourselves.*"[1]

The kind of teacher needed in the profession is identified and described by Openshaw who declared,

> What we really need more of is educated teachers, and by "educated" I mean individuals who feel a sense of dignity and pride in being called "teacher." I mean people who are aware of the

[1]Karl Openshaw, *The Development of the Career Teacher: Professional Responsibility for Continuing Education.* Report of the 1963-64 Regional TEPS Conferences. Washington, D.C. NEA. p. 43.

> demands made upon them by society and of their responsibility to the society because they are called "teacher." I mean secure, whole, healthy human beings who are at peace with themselves. I mean warm and accepting men and women who can stand above the clamor and the crowd; who will defend sound ideas and practices; who will take the time and effort to communicate to my children and yours some of the positive aspects of our life and times instead of emphasizing only the negative and the critical; who reflect in their essence, their being, their behavior a deep and undeviating commitment, not to any one subject field or practice or organizational pattern, but to the development of a real and active concern for being informed themselves for tackling pressing societal problems as th nking individuals.[2]

The profession has similar aspirations for the student teacher, though couched in different terms. The student teacher is expected to become a professional teacher and, with few exceptions, to become a career teacher.

The preoccupation of the teaching profession with "becoming a profession" appears at times to be its central, if not its total concern. The simple notion that a profession is, in the last analysis, made up of the individual members has stimulated many writers to describe the professional teacher. He is a person involved in a process of interpersonal communication at its most creative point; he is an individual committed to moral and intellectual excellence; he is a dedicated person, a citizen-teacher with enthusiasm for working with and for people; he has a deep personal commitment to a system of values.

Professional Role

The professional role of a teacher is the function of status with expectations which are a consequence of holding the position of teacher in the occupational structure. The role behavior of the teacher will reflect his perceptions and will include actions, thoughts and feelings. The role expectations of the teacher are his definitions of what behavior is proper for himself and others in the interpersonal relationships and in the situation in question. The teacher's role may be influenced or modified by the expectations of others and by his own personality and need-disposition.[3]

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[2]*Ibid.*, p. 45.

[3]Geraldine R. Hastings, *The Relationship of Role Perception to Teaching Effectiveness and Job Satisfaction of Home Economics Teachers.* Unpublished Doctoral Dissertation. Pennsylvania State University, 1964.

Whether or not it is clearly recognized and understood, teaching as a profession varies in its strength as a named reference group and as a basis for full and lasting self-identification and firm status for the individual teacher. As an occupation, it also varies in its demand for full and lasting commitment, since the degree of commitment in individuals remains largely a voluntary matter.

Changes During Student Teaching

Some research evidence suggests that the self-concept of student teachers does change during student teaching. Lantz found that elementary students upon completion of student teaching perceived themselves as being more trustful and accepting when pre- and post-student teaching data were compared.[4] Having gained new insights of themselves, they described themselves with less intensity of depreciation. They become more realistic than idealistic. Their views of other elementary teachers and of the ideal elementary teacher underwent similar changes. Further evidence is available from a study reported by Hatfield[5] in which one of the purposes of the investigation was to determine the relationship between the student teacher's self-concept and successful performance in student teaching. A significant and positive relationship was found to exist between a student's self-evaluation and his success in student teaching.

Success in student teaching appears to depend in part on the attitudes and behaviors exhibited by the student teacher toward the profession. In a hypothetical model derived from a study of teachers-to-be, the faculty wanted assurance that potential teachers have at least a partial professional orientation. A certain amount of dedication to the job was desired.[6]

Comparisons of Teachers-to-be and Non-teachers

If the student teacher emerges from the social milieu, as suggested earlier, a description of the contemporary college student may be enlightening. In recent years several outstanding studies of college students, their values, attitudes, opinions and views of the future have been made. Findings and conclusions were summarized and

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[4]D. L. Lantz, "Changes in Student Teachers' Concepts of Self and Others." *Journal of Teacher Education*, 15: 200-203, June, 1964.

[5]A. B. Hatfield, "Experimental Study of the Self-Concept of Student Teachers." *Journal of Educational Research*, 55: 87-89, October, 1961.

[6]George G. Stern, Morris I. Stein and Benjamin S. Bloom, *Methods in Personality Assessment*. Glencoe, Illinois: The Free Press, 1956, pp. 92-93.

presented by R. Nevitt Sanford at a 1962 NCTEPS Conference. He characterized today's college students in these remarks:

> Students differ, of course, in their response to the present state of affairs. Many never become aware of the situation in the larger society. Liberal education fails to reach them and they never enter the phase of social criticism. Stuck with beliefs and values automatically accepted long before they entered college, they go on to become unthinking cogs in the social machinery. Others take a hard look at their society and decide it is not for them; instead of actively rebelling they simply refuse to become involved, though they do find ways to display their alienation. Still others—perhaps the largest group—see the situation well enough and decide to play it cool, committing themselves far enough, to a professional role most commonly, to be assured of a reasonably comfortable place in the world while keeping their reservations to themselves and maybe promising themselves to seek some reforms later on. Finally there is the minority . . . who take action now.[7]

College students who reacted to Sanford's generalities, however, claimed greater involvement and concern on the part of those students who were affiliated with student professional organzations. The students appeared to view their professional affiliation as evidence of a distinctive attitude from which behavior and interests could be predicted. For example, Law stated,

> . . . Personally, the way I perceive my future role is, at this point in my preparation, a most important determinant of my behavior. It governs my interest and activities, and to a great extent provides the perspective in which I view many matters.
>
> . . . I sincerely believe that as Student NEA members we have declared our contempt for an attitude of informal unconcern with reference to our future profession. We would not have subscribed to membership in an organization devoted to high quality recruitment and preparation if we were not interested in coming to the profession as the best possible initiates.[8]

Some writers suggest that the individual's choice of teaching as an occupation may be consistent with the concept that he has of

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[7]R. Nevitt Sanford, "Today's College Students Look at Themselves, Their Society, and Their Profession." *Professional Imperatives: Expertness and Self-Determination.* Washington, D. C.: National Commission on Teacher Education and Professional Standards, NEA, 1962, p. 73.

[8]Joyce Ann Law, "Reaction." *Professional Imperatives: Expertness and Self-Determination.* Washington, D. C.: National Commission on Teacher Education and Professional Standards, NEA, 1962, p. 77.

himself. To the extent that one is able to see himself as a teacher, he is reflecting both his own view of self and his impressions of what the profession is like. In this sense, the choice of teaching becomes a means of implementing one's self concept.[9]

The beginning levels of professionalism have been identified as embryonic identification. Candidates for an advanced professional degree have been found to differ from a matched non-teaching group on tests which revealed covert identification with a professional role.[10]

III. Professional Development—Understood and Sought

As the potential teacher has become involved in the professional education sequence he may have gained an increasing commitment to the profession and a clear understanding of what being a professional means. For many, however, the nature and functions of the profession remain to be explored.

Nature of the Profession

The extent to which teaching is accorded professional status depends, some experts say, on getting teachers to act as professionals. What makes a profession different from other occupations and how does the professional act? Both occupations and professions may be described in terms of certain characteristics which each would share with the other, but professions are thought to have distinctive attributes. Although consensus on a definition of profession remains to be accomplished, most critics would agree on certain criteria or characteristics of a profession. Among these are:

1. Meets specified needs of society
2. Possesses a complex, systematic body of knowledge developed through research
3. Uses special techniques for carrying out its functions
4. Possesses a code of ethics which is enforced by the group itself
5. Requires an extended preparation period
6. Has a strong professional organization.

A professional would be expected to behave in ways consistent with the general characteristics of his profession. Acting as a pro-

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[9]Paul Heist, "The Student." National Society for the Study of Education. *Education for the Professions.* Sixty-First Yearbook, Chicago: the Society, 1962, pp. 211-234.

[10]P. W. Jackson and F. Moscovici, "Teacher-to-be: A Study of Embryonic Identification and a Professional Role." *School Review,* 71: 41-65, Spring, 1963.

fessional would require a teacher to have a service motivation, demonstrate a growing command of knowledge acquired throughout an extended period of study, practice the particular techniques that are essential to teaching, affirm the code of ethics through acceptable practices and become actively involved in professional organizations. The urge to form a professional organization has been described as a reflection of the normal urge of humans to band together to further common interests and to improve their abilities through the exchange of knowledge, experience, and techniques.[11] Active participation in professional organizations for teachers should result in an expansion and extension of knowledge and abilities acquired during the pre-service period of preparation.

Opportunities and Consequences

In comparison with other recognized professional groups, teaching is the largest, both in number of members engaged in practice and in numbers of professional organizations.

> Considering duplications in membership among the [professional teaching] organizations, it seems reasonable to estimate that almost every person engaged in teaching in the United States belongs to one or more professional associations, and that the typical public school teacher belongs to three general associations (local education association, state education association and the National Education Association) and to at least one specialized association, either state or national.[12]

How can the student teacher decide where to seek affiliation? As a student, he may have been a member of the Student National Education Association, the Association for Childhood Education, or of an honorary organization such as Kappa Delta Pi or Pi Lambda Theta. Colleges and universities frequently sponsor professional organizations within given subject matter departments as English Club, Science Club or Home Economics Club. Some subject matter professional organizations are affiliated with national associations.

During student teaching, opportunities are frequently available to become involved in some of the organizations to which teachers belong. The supervising teacher may invite the student teacher to accompany him to meetings of professional organizations. Fortunate

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[11]T. M. Stinnett, *The Profession of Teaching*. Washington, D.C.: The Center for Applied Research in Education, Inc., 1962, p. 3.
[12]*Ibid.*, p. 69.

is the student teacher who has an opportunity to work on a professional committee or participate in a professional project. If the experience fulfills its potential of contributing to the student teacher's professional development, he will have gained valuable insight into the nature of the profession and the role of the teacher in several ways. He begins to feel like an active member of the profession. His self-esteem and sense of worth are enhanced as he sees his ideas take form and become reality. In addition to his supervising teacher, he has other models with whom to identify. The likelihood of being sponsored in his professional career by some leader or senior member of the profession is greater as he becomes acquainted with persons in positions higher in the professional hierarchy. The experiences of participating in professional activities represent an essential part of preparing to fill the position of a teacher. In a sense, such activities are vital to initial acceptance into the profession.

When selecting a first teaching position, one of the important factors to consider is whether the school system is professional. Stinnett and Huggett describe criteria for evaluating positions and include, "One of the signs of a professional, democratically operated school system is the presence and official recognition of professional organizations. . . . Professional organizations provide an opportunity for professional growth and advancement, social contacts, and companionship."[13] The knowledgeable beginning teacher realizes that serving on professional committees and attending conferences and conventions contribute to greater satisfaction with teaching. Opportunities for advancement within the profession are greater for active members.

Privileges and Responsibilities

Professional organizations through their meetings and publications provide the teacher with the most recent knowledge and developments within his specialization. Professional publications provide current information to the teacher who may be seeking ideas for immediate use within the classroom or more basic information drawn from theoretical or research contexts.

The standards for behavior as specified in a code of ethics help the student teacher guide his actions until such values have been internalized. Areas of uncertainty can be clarified by appeal to the

[13]T. M. Stinnett and A. J. Huggett, *Professional Problems of Teachers.* Second Edition. New York: Macmillan, 1963, p. 104.

appropriate body within the profession. Thus, guidance is available as the professional career develops.

The organization may represent the individual teacher to the public at large or to groups of concerned persons who from time to time seek dealings with teachers.

Teaching faces many issues as it seeks to achieve full recognition as a profession. Not only must questions relating to certification, prestige, salary and competence be resolved, but also development by teachers of concepts of professional responsibility and commitment must be accomplished. Lieberman has warned that "there are grave dangers in permitting an occupation to become professional with respect to its prerogatives, while simultaneously permitting the practitioners to evade its professional responsibilities."[14] He further cautions that systematic attention to the problems of professionalization by the practitioners is always a prerequisite to the professionalization of any occupation.

But the student teacher may ask, "What has this to do with me? I want to engage in a job that offers some measure of satisfaction and a secure, uncomplicated place in life. The fine words of the older generation are appropriate for the past, not the present and the future. I'm just a beginner—and besides, I may not stay in teaching."

An examination of the career of a teacher may shed light on the meaning for the beginning teacher. The feeling of belonging to a profession which occurs at the time of entry might be called provisional commitment. Usually the sense of identity will be enhanced through contacts with a model, a person significant to the novitiate, who may sponsor the beginner in initial professional activities and contacts. Having opportunities to know and be friends with both established and new members of the profession may create closer ties with the profession. Many young professionals find discussion and conversation in informal situations contributing to their sense of identity as a fellow-professional.

The provisional commitment to the profession is tested and examined as the novice meets and comes to know many teachers and has a variety of experiences sponsored by the profession and

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[14]Myron Lieberman, *Education as a Profession,* Englewood Cliffs, New Jersey: Prentice-Hall, 1956, pp. 17-18.

its members. The student teacher must forge his own identity as he seeks personal affirmations to the question, "Am I a teacher?"

It is easier to feel like a teacher if one is known by others as a teacher. To be a teacher must mean more than individual personal recognition. Others must recognize and accord to one the assigned rights and responsibilities of the role.

Many young teachers—and others not so young may be described as having contingent commitment to the profession. Particularly the married female teacher may feel that home and family take precedence over any other obligations. To the extent that conflict of interests occurs, commitment will depend on satisfying the higher values.

For many teachers, the profession is an avenue for self-fulfillment. It is within the activities associated with teaching that the person most keenly experiences feelings of worth and achievement. The person who seeks to become may find in the unique nature of teaching the most rewarding answer to his quest, "Why am I here?"

The distinctions which set off a profession from other occupations are not universally attributed to teaching. Yet most critics would agree that teaching indeed serves particular needs of society. For many teachers, the responsibility to serve society has taken precedence over personal gain. But in a unique way, teaching goes beyond serving. It provides a service for others that helps the recipient to go beyond the need for service. The teacher helps students develop powers similar to his own. The teacher works himself out of a job, in a manner of speaking.

The profession makes use of a unique body of knowledge. For the teacher, knowledge consists of the content of subject matter, the basic disciplines which provide for general or liberal education foundations and the know-how of teaching. The teacher must be well-founded in all three kinds of knowing. The continuing responsibility to continue learning is a professional's obligation.

The student teacher needs to have considerable understanding of what characterizes the profession of teaching. The success he may win for himself will, in part, depend upon his acceptance of his professional obligations. He will internalize the values made explicit by the teaching profession. His behavior will reflect the accepted norm as specified in the Code of Ethics. He will be known as a teacher, representative in his own person of the entire teaching profession.

Membership in the profession calls for membership in the professional associations. The beginning teacher must decide, and is usually free to do so, which of the organizations are most appropriate for his allegiance and participation. The largest organization for teachers is the National Education Association. The American Federation of Teachers, an affiliate of the A.F. of L.–C.I.O., is the largest labor union for teachers. A number of special interest national organizations provide teachers an opportunity for membership. An international organization for teachers is the World Confederation of Organizations of the Teaching Professions (WCOTP). Many schools require faculty members to join the National Education Association and its state and local units. In other school systems, the choice is less mandatory.

A professional association exists for practically every specialization within the teaching profession. The young teacher will want to join his colleagues in those associations which give promise of a mutually satisfying and beneficial relationship.

Certain professional organizations offer membership and services for college students preparing for teaching in their fields. Among the departments of the NEA, for example, the following include provisions for college student memberships:

American Association for Health, Physical Education, and Recreation
American Driver and Traffic Safety Education Association
American Industrial Arts Association
Council for Exceptional Children
Department of Foreign Languages
National Council of Teachers of Mathematics
National Science Teachers Association
Speech Association of America
National Business Education Association

In addition to the NEA departments which include students and teachers in their membership, departments which serve subject matter and special interests teachers are:

American Association of School Librarians
Audio-Visual Instruction
Department of Home Economics
Department of Kindergarten-Primary Education
Music Educators National Conference

National Art Education Association
National Council for the Social Studies
Department of Rural Education
Department of Vocational Education

Potential school administrators, supervisors and curriculum directors may wish to affiliate with these departments of the NEA:

American Association of School Administrators
National Association of Secondary-School Principals
Elementary School Principals
Association for Supervision and Curriculum Development
National Council of Administrative Women in Education
National School Public Relations Association

All teachers may affiliate with the Department of Classroom Teachers which includes approximately 85 per cent of NEA membership. No separate membership fee is necessary for affiliation. The Department of Classroom Teachers provides many opportunities for professional development through regional and national conferences. Through inservice activities teachers have been stimulated and trained to assume leadership roles at local, regional and national levels.

National associations of concern to teachers who have an interest in a particular subject would include such organizations as:

The National Council of Teachers of English
American Home Economics Association
Modern Language Association of America
The American Association for the Advancement of Science

The young teacher may feel bewildered by so many professional organizations. Many teachers choose to affiliate with one national organization that is general in nature, a decision recommended to the new teacher. He will also wish to join his special-interest or teaching-field association.

The elementary teacher, for example, will typically belong to the local education association, the state education association, the department of elementary education of the state association, the state unit of the Association for Childhood Education International, and the state Department of Classroom Teachers. At the national level, the elementary teacher probably will belong to the NEA, the Department of Classroom Teachers (NEA), the Department of Kindergarten-

Primary Education (NEA), and the Association for Childhood Education International.

The secondary school teacher, typically, would join the local and state education associations, the subject-field department of the state education association and the state department of classroom teachers. His affiliation at the national level would include NEA, Department of Classroom Teachers (NEA), and his special subject-field association (for example, The National Council of Teachers of English).

What can the young teacher expect from his affiliation with local professional organizations? The purposes of each organization would need to be explored for specific answers, but, in general, some of the functions performed for members include:

improve working conditions for members

conduct studies comparing salaries and working conditions with those of other communities

inform members of tax rates, budgets and community ability to support schools

present results of studies to appropriate administrators

serve as orientation agencies for new or beginning teachers in the local school system

offer professional help and advice from experienced colleagues

recruit capable young people to enter preparation for teaching

support drives for increased school funds and better professional standards

In addition, the local associations perform a social function for members. The importance of fellowship in uniting the members of the profession and in making teaching a pleasant occupation cannot be overlooked.

State associations provide leadership in programs for improvement of schools, enriched services to children and youth, and increased welfare of teachers. The general aims are accomplished, in part, through annual meetings when teachers are acquainted with professional problems, trends, issues, and conditions. All state associations publish a journal, and several publish a newspaper which bring not only association news to the member, but also, articles on professional problems and discussions of methods to improve teaching.

The legislative functions of state associations have influenced the passage of bills to provide more adequate financial support for the public schools. Frequently the legislative efforts are based on research which has provided a foundation for needed action.

One of the most important services rendered by state associations is the improvement of teacher-welfare provisions. Attempts are made to help teachers receive more favorable consideration in the matter of tenure, retirement, salary, and working conditions. Legal assistance is often provided to protect teachers from unfair dismissal or failure to collect full amount of salaries as specified in the contract.

Among other services provided by some state associations are: legal counseling on professional problems, group insurance, discount purchasing plans, library service, credit unions, educational films, radio programs, recreational camps or resorts, and homes or colonies for retired teachers.

The National Education Association provides many services, some of which follow:

Publications—journals, books, research abstracts, pamphlets, bulletins

Research—all phases of public education

Defense of teachers—teachers' unjust dismissal from jobs and school programs from unwarranted attack

Public relations—radio, television, releases for news media and periodicals

Legislation—helps formulate and achieve legislation affecting schools; analyzes and reports implications of proposed legislation to members

Teacher welfare—teachers' salaries, tenure, retirement and professional standards

The American Federation of Teachers (AFT) is affiliated with the American Federation of Labor—Congress of Industrial Organizations. This federation, which excludes superintendents from membership, shares concern for the improvement of education with other professional organizations. Considerable controversy is related to the question of whether teachers should join a union. Student teachers, beginning teachers, and those with more experience are urged to examine the issues, considering the evidence related to questions such as:

1. What should be the role and relationship of the administration to teachers?

2. Does affiliation with labor affect the professional status of teaching?
3. Would teachers be required to strike as a means of accomplishing their objectives?

For a dispassionate discussion of these and related issues, the reader is referred to Lieberman's book, *Education as a Profession.*[15]

Participation or involvement in professional activities may be described on several levels. At the outset, the student teacher may become aware of the existence of the organization. The awareness may begin during a college education course through reading, lecture or a direct experience. Awareness of college level or student professional organizations may develop as a consequence of orientation activities upon entering college or being admitted to the major area of study. Regardless of origin, the understanding of a reciprocal giving and getting relationship must go beyond knowing of the existence of an organization.

The student needs to gain some comprehension of the purposes and programs of those organizations with which he may become involved. Complete understanding has its beginnings in the review of stated objectives or aims of the organization but only after direct experience can the student achieve a realistic view of what the organization intends and is able to accomplish.

The student teacher may then choose to join the organizations which to his mind best accomplish the purposes which he also values. Likely, the choice will be made on the basis of superficial or non-professional criteria at the outset. But the value of social or limited motivation must not be discounted. Through pleasant contacts with others in programs of mutual concern to the group, the student teacher begins to experience the channeling effect which results from many such choices leading to a more complete commitment.

At the joining level, the student teacher may affiliate with professional organizations which either provide for student dues rates or which have a student association. He may be content to pay dues and know that his name is on the list of members. Should pleasure be derived from attending meetings or should his most salient needs be met through attendance, he is likely to attend without requiring outside influence. In some instances, the prevailing climate of expecta-

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[15]*Ibid.,* pp. 257-372.

tion or the by-laws requiring a penalty for absence may force attendance. Reluctant attendance may result in little gain for the student teacher.

Some beginning teachers will continue a membership begun during student days, but only following admission to teaching will certain memberships be available. Indeed, some organizations require the sponsorship of one or more members.

Honorary professional fraternities and organizations seek capable students and teachers who might meet their criteria for membership. Such affiliation usually carries with it the obligation for active, loyal participation in the affairs of the organization.

Paying dues and attending meetings may be the chosen level of involvement desired by the student teacher. Such a decision overlooks the value of reading widely and critically from the journals, research publications and other media of dissemination used by the professional organization. The most recently gained knowledge is contained in the pages of research journals, published by the various professional organizations. Indeed, the abundance of written information threatens to overwhelm the most diligent reader.

The college supervisor or teacher of education and methods courses may have provided initial direct experiences with professional organizations. However, student teaching may be the first opportunity the student teacher has had to become involved in professional matters. The student may attend meetings with his supervisor or other teachers or he may go alone. The supervisor may give guidance in selecting those meetings when it would be considered desirable to include visitors. Some organizations hold open houses or visitors days as a means of publicizing their presence, purposes and programs. Voluntary attendance at professional meetings is viewed with pleasure by supervising teachers who see it as evidence of both a professional attitude and initiative in the student teacher.

The student teacher may assume a greater responsibility than attending for his own benefit. He may encourage other potential members to go with him to meetings or he may share the literature available to members. He may sponsor the non-member if such is required for consideration of membership. Working with peers, he may help build a favorable climate for the status of the organization and help to win acceptance for it among the larger public.

In a variety of ways, the student teacher may assume an active member role. His participation may be at the level of an active member who seeks both to promote the purposes of the organization and to strengthen the organization itself.

He volunteers to assist when needed and shares the responsibility for leading when requested or elected. His attitude is best described as eager but calculating, cooperative but critical. No organization is able to meet its obligations with perfection; yet all members must seek to accomplish them. The student teacher seizes opportunities for leadership roles and recognizes the great gain to himself through self- and professional-development. In the eagerness to serve, the student teacher must implement the ultimate in human relations—to help the group maintain itself as a group and to get the job done—without sacrificing one to the other.

Professional organizations offer opportunities beyond the service and dues level of the local group. Most professional groups are affiliated with a national organization and as such, broaden the scope of opportunity for the student. Sharing on a larger-than-local level may lead into greater responsibilities and opportunities. The larger the investment of time and effort, the larger the return—to a point. Again, the student or beginning teacher will need to decide on the avenue most desirable for himself.

In addition to involvement in professional organizations, the student teacher will want to attend teachers meetings in the school or district. These may be meetings of a local or district association held primarily to accomplish the purposes of the organization. However, the meetings may be for accomplishing local business. The student teacher can gain much understanding of the nature of the school and its personnel from attending. How are "real" problems solved? Where are the important decisons made? What contributes to the efficient operation of the school? Where does the power lie? What is the prevailing philosophy of the school administrators? the teachers? What evidence is there of concern and help for the beginning teacher? What view is held of the learners? the parents? the community? What community influences are felt within the school? How closely do his personal values fit with those expressed in such meetings? These and many more questions deserve exploration during the times when teachers and school officials gather. The supervising teacher may help the student teacher understand some

of the attitudes and behaviors revealed during faculty meetings. Such discussions, too, provide a direct laboratory experience for testing the Code of Ethics.

The case for involvement in professional activities has been made. The student teacher must decide for himself the answers to such questions as—

Do I want to become a teacher?

Do I want to invest my personal resources in fulfilling the potential of a professional role?

Will I be able to make wise decisions to guide my professional development?

What lines of action must I take for optimum benefit to myself and to the profession as a whole?

How much do I care?

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